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ABSTRACT

The National Coordination Forum was held to coordinate efforts of Migrant Education Preschool (MEP) and Migrant Head Start (MHS) to better serve the migrant preschool child. The introduction highlights the major differences between MEP and MHS (in authorizing legislation, eligibility, and program organization and administration) and the problems associated with those differences. Following the introduction, the background and the planning of the forum is explained. The proceedings summarizes the opening remarks, an account of the report of the National Commission on Migrant Education, presentations by representatives at the federal, state, and local levels, results of group sessions, and the keynote address by Helen Blank of the Children's Defense Fund. State work sessions between state MEP and MHS resulted in state-specific work plans. Common themes among the plans are: (1) collaborative recruiting teams; (2) transition plans for children entering kindergarten; (3) joint monthly meeting to discuss programming; (4) joint training of parents; (5) sharing of transportation; and (6) sharing of materials and forms. The proceedings report includes a directory of participants by state and a participant contact directory with addresses, phone numbers, and fax numbers. (KS)

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PROCEEDINGS REPORT

NATIONAL COORDINATION FORUM

A COLLABORATIVE EFFORT BETWEEN

MIGRANT EDUCATION
and
MIGRANT HEAD START

U.S. DEPARTMENT OF EDUCATION
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February 6-7, 1993
Washington, DC

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INTRODUCTION

For years, legislation governing Migrant Education (MEP) has permitted service to the migrant pre-schooler (age 0-4 years) as long as the needs of in-school children were met first. The identification of and service to this population did not generate funding, so programming was sporadic and usually subordinate to the needs of their older brothers and sisters.

In 1988, when the Hawkins-Stafford Amendment went into effect, Congress changed the funding formula to include eligible children 3-21. MEP could now identify and serve the pre-school child (age 3-4), and the FTEs would count toward the allocation that each state would get every year.

Migrant Head Start (MHS) has not only been able to serve pre-school migrant children, but they have been their target population.

Due to the fact that these programs fall under the jurisdiction of different federal agencies (Department of Health/Human Services and the Department of Education), it is understandable that they have evolved with different policies, regulations and focus. Some of the major differences are:

- **different authorizing legislation**
- **different qualifying activities for eligibility and look-back period**
- **MEP is primarily supplementary in nature, while MHS is the primary service provider**
- **MEP generally has an in-school instructional and related support focus while MHS has a family centered philosophy and provides developmentally appropriate pre-school activities**
- **MEP is a state regulated and administered program while MHS has direct funding to operating agencies called grantees**

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As a result of these differences, MHS and MEP have for the most part, operated side by side in many states and have experienced typical problems associated with this dilemma. Some of the problems that have been reported include:

- **lack of understanding of each other's programs**
- **turf battles**
- **duplication of effort**
- **philosophical differences in program focus**
- **lack of communication/cooperation/coordination**

However, the times are beginning to change. Organizations from all social disciplines have begun to communicate and coordinate their programs not only to stretch the limited funds, but to improve service to clients. Until recently, only a handful of MEP and MHS programs have effectively coordinated their services, while hundreds of others have kept to "business as usual."

On the federal and state level, working committees have been formed to begin the task of coordinating services, while leaders from within the respective associations have also issued the call to their members to join forces. As a result, the collective leadership of NASDME, NMHSDA, MHS, OME, and the Eastern Stream PCC met and decided to organize a National Forum for the specific purpose of coordinating efforts to better serve the migrant preschool child. The results of this effort are detailed in this report.

BACKGROUND OF FORUM

In the summer of 1991, as a response to a growing number of requests and interest from the states, ESCORT began planning a National Forum on Early Childhood Education. A national survey was conducted and the major need stressed by states was for increased coordination with other early childhood programs, primarily Migrant Head Start.

Early in 1992, the National Association of State Directors of Migrant Education (NASDME) discussed the need to foster coordination of preschool services with Migrant Head Start. Ronnie Glover, then President of NASDME, contacted the National Migrant Head Start Directors Association, and a meeting of representatives of both organizations was arranged. Staff members of ESCORT were asked to attend because of the center's plans for a National Forum concerning the issue of early childhood services.

A meeting was held in February, 1992 to identify issues of shared interest and concern. Participants shared some of the frustrations past attempts to coordinate had brought and the great need for collaboration if all needy children were to be served. The discussion pinpointed the need for members of the two groups to meet and air their concerns and develop coordination strategies. The President of NMHSDA agreed to poll her full board as to their interest in supporting or co-sponsoring such a forum. The poll resulted in an agreement to co-sponsor the conference.

In March, 1992 a committee of representatives of the two associations, ESCORT, and other interested parties was chosen and an initial planning meeting was held at the National Migrant Conference in Anaheim, California. At that meeting, forum goals, format, potential dates, and possible speakers were discussed. In July the forum proposal was presented to IMEC and in August to NASDME. Both organizations offered their full support.

In April, 1992 a presentation was made by ESCORT at the offices of Migrant Education and Migrant Head Start to up-date both federal agencies on progress made toward the Forum. Suggestions were made regarding overall goals, format and dates.

Subsequent planning meetings took place in June and produced the final format for the two day forum. Valuable support was received from the Migrant Head Start Resource Center/InterAmerica in the areas of Migrant Head Start procedures, potential speakers, and logistics.

The National Coordination Forum is an example of how two agencies can recognize a need, determine a process to meet that need and bring that process to completion through determination, coordination and, foremost, a commitment to do what will be most beneficial for migrant children.

NATIONAL COORDINATION FORUM
MIGRANT EDUCATION AND MIGRANT HEAD START

AGENDA

SATURDAY, FEBRUARY 6

7:30 - 9:00	**Complimentary Continental Breakfast**. Diplomat Room
9:00 - 9:30	**Opening Remarks** Jack Perry, Moderator **Welcome** Thomas Lugo, President, National Association of State Directors of Migrant Education Genoveva Morales, President, Migrant Head Start Director's Association
9:30 - 10:15	**Results/Comments from The National Commission on Migrant Education** Wendell Rollason, Commission Member
10:15 - 10:30	**Break**
10:30 - NOON	**Migrant Education and Migrant Head Start Perspectives at the National, State and Local Level** William Stormer, Div. Director, Migrant Education — Frank Fuentes, Director, Migrant Head Start Ronn Friend, Chief, Maryland — Phyliss Fry, Director, Conway, Arkansas Parker Coble, Director, Gettysburg, PA — Genoveva Morales, Director, Sunnyside, WA Speakers will discuss program philosophy, needs of the migrant family, key legislation and regulations, operational lines of authority and service expectations from <u>each</u> perspective.
NOON - 1:30	**Lunch**. (On your own.)

SATURDAY, FEBRUARY 6 - Continued

1:30 - 2:15	**Round Table Discussions** Burning issues, concerns and challenges to coordination
2:15 - 2:45	**Group Feedback**
2:45 - 3:00	**Break**
3:00 - 3:45	**Round Table Discussions - Continued** Opportunities for cooperation and coordination
3:45 - 4:15	**Group Feedback**

SUNDAY, FEBRUARY 7

7:30 - 8:30	**Complimentary Continental Breakfast** - Diplomat Room
8:30 - 9:00	**Keynote Speaker** Helen Blank, Children's Defense Fund
9:00 - 10:30	**State Work Sessions**
10:30 - 11:30	**Sharing of State Reports and Recommendations**
11:30 - NOON	**Instructions for State Action Plans and Agreements; Denver Follow-up Session**
	Closing Remarks

OPENING REMARKS/WELCOME

125 participants from 28 states attended the Forum, which was moderated by Jack Perry, Senior Project Specialist for the Interstate Migrant Education Conference (IMEC). Perry said that the creators of the Migrant Education and Migrant Head Start programs probably assumed that a natural relationship would evolve between the two groups. This assumption, he said, hasn't been necessarily true. Still, he said, all participants share a common dedication to helping migrant families and while there are many differences between both agencies, it is important to understand each other's programs and philosophies.

"Our fundamental goal should be to ensure that we develop a cooperative effort...Together, we need to look at the challenges before us and develop a strategy to overcome these challenges." - Jack Perry

Perry said that the Forum was an extraordinary opportunity, since both political parties have shared the belief that by the year 2000, every child should be ready to learn when he or she starts school. He added that the nation's leaders know that education is the true secret of economic success, and they recognize the importance of the 0-5 population.

"The relationship between Migrant Education and Migrant Head Start is such that they need to face the same type of challenges. This relationship between the two should serve as a model for urban America -- between all Head Start programs and regular education processes," said Perry.

Welcoming remarks were provided by Genoveva Morales, President of the National Migrant Head Start Directors' Association (NMHSDA) and David Pimentel, representing the National Association of State Directors of Migrant Education (NASDME). Morales said the Migrant Head Start Directors are committed to moving forward and implementing new strategies. Pimentel welcomed the participants on the behalf of NASDME and encouraged them to attend the 1993 National Joint Conference on Migrant and Seasonal Farmworkers in Denver, Colorado where joint efforts such as this could be continued.

ROLLASON REPORT HIGHLIGHTS

Wendell Rollason, member of the National Commission on Migrant Education, discussed the Commission Report and shared his views on the National MEP.

Rollason complimented the commissioners on their hard work and dedication in examining critical issues in migrant education and in producing the report. Despite varying backgrounds and opinions, the group was able to reach consensus on many issues. "I came to realize that it was a miracle that all these people, from different walks of life and different understandings of the migrant problem, came to a consensus. Commission member, Robert Simmons told me, 'We haven't had a farm worker or a member of the farm worker family that didn't talk about their concern with their work.' Even he came to realize that migrants were the last stronghold of the American work ethic."

Rollason voiced concern about the future of the migrant education program. He said that local school boards have too much power and that money intended for migrants gets lost in local school budgets.

"The only real way that the Migrant Education Program can work is as a state program. Right now, it is the local school board that has the power...It is very clear that if your state is not in control of migrant education, there will be many parts of that state where agriculture dominates as an industry but priorities will not be given to the education of migrant kids."

Rollason said that he would like to see MSRTS restored to its original intention of transferring of records in a timely fashion. He urged that we support the concept that MSRTS should be something that would allow a teacher to pick up the phone and get a fast response to his/her request. "It must work for the kids," he said.

During the question and answer period, concerns were expressed over different MHS and MEP eligibility criteria. Jerry Webster of California MHS related the frustration of only being able to serve children for one year while MEP could serve them for a number of years. He urged the support of a broader and more consistent eligibility definition. The issue remained a major topic of discussion throughout the Forum.

MIGRANT EDUCATION AND MIGRANT HEAD START PERSPECTIVES AT THE NATIONAL, STATE AND LOCAL LEVEL

The philosophy, regulations and program operations of Migrant Head Start and Migrant Education were outlined through presentations by representatives at the federal, state and local levels.

Bill Stormer, Division Director of Program Operations, OME, said that preschool services were given more emphasis during the recent reauthorization for the Migrant Education Program. Providing for preschool education needs is a goal that Migrant Education has tried to achieve, but it has not yet been totally accomplished. Stormer added that coordination between MEP and MHS is being achieved with different levels of success at the federal, state and local levels. In addition to coordination activities, Stormer said that the Migrant Education Even Start Program serves children from 0-7 and provides assistance to the parents of these children to improve parenting skills and basic education skills. Still, only 50% of the migrant children are receiving services and Stormer said that both agencies need to improve coordination.

> **"We must assure that the dollars we provide are used in the most effective way by collaborating at the local level to ensure that mutually scarce resources be stretched to provide quality service to every child."**
> **- Frank Fuentes**

Frank Fuentes, Chief, Migrant Programs Branch, Head Start Bureau, said that MHS was created because regular Headstart services could not meet the needs of the migrant child. The MHS focuses on children from birth to five years of age and provides social and parental involvement services. Fuentes added that MHS currently provides services in 41 states through 28 grantees and enjoys a direct federal to grantee relationship. Fuentes set the tone for the Forum when he strongly advocated that both agencies strive to understand each other to ensure effective coordination and service delivery.

Fuentes also called for both agencies to work together to help migrant pre-schoolers with their transition into elementary school.

Phyliss Fry, Migrant Head Start Director, Conway, Arkansas, explained the importance of helping migrant parents become better advocates for themselves and their children. Furthermore, she felt helping migrant families create linkages with health and social services was essential. Fry applauded MHS programs for going above and beyond government guidelines by providing comprehensive services such as family literacy, nutrition and health care. MHS, though, is always seeking new ways to service a mobile population, she added.

Jessie Montano, Minnesota Migrant Education Director, outlined how the migrant education program functions at the state level. Each state sets goals towards identification and recruitment, utilization of MSRTS and annual needs assessments. Each local MEP program then determines how they are going to carry out their state's goals, she said. Montano advocated for states to cooperate and build agreements that prepare pre-school migrant children for school.

Parker Coble, Director of Migrant Programs, Lincoln Intermediate Unit #12, New Oxford, Pennsylvania, shared the operation of migrant programs from the local perspective and highlighted the total service philosophy through pre-school, school age and dropout programs. He said that his program is located in fruit growing country and that increasing numbers of migrant families are coming from Mexico. He said that Migrant Education took a giant step when eligibility was expanded for children 3-21 instead of 5-17. An important goal now, he felt, was for both agencies to work together and identify and serve all pre-school migrant children. Local education agencies must take the lead in coordinating the actions of various agencies, he said. MEP and MHS can work on improving the transfer of records, he added.

Genoveva Morales, Migrant Head Start Director, Washington State Migrant Council, Sunnyside, Washington, explained the family service philosophy of MHS and the programs offered to preschool migrant children. She said that MHS programs are very cost conscious and use policy councils that provide administrative guidance and evaluation to programs. At the local level, MHS programs have become knowledgeable in setting up facilities and keeping state legislators aware of the needs of pre-school migrant students.

GROUP FEEDBACK

SESSION I

During the first session on Saturday afternoon, round table discussions focused on the issues and challenges affecting interagency coordination. Key issues identified were:

- ☐ insufficient coordination on the federal level
- ☐ lack of a common definition of migrant eligibility
- ☐ different regulations governing the delivery of service
- ☐ lack of understanding of program philosophies
- ☐ differences in funding level and formula
- ☐ turf issues
- ☐ community attitudes
- ☐ need to improve communication between agencies
- ☐ meeting the needs of all the children
- ☐ lack of funding
- ☐ overlap and duplication of work
- ☐ little exchange of records

"Our group developed a better understanding that MHS has a much narrower definition of eligibility and operating guidelines than the MEP. While MEP has a great deal of flexibility, MHS has fairly rigid guidelines both in the selection of clients and operation. MEP is a supplemental program while MHS is a comprehensive early childhood program for migrant children."
- Al Wright, Louisiana MEP.

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SESSION II

The second round table session on Saturday afternoon centered on striving to find solutions to the issues identified in the first session. Participants found that there were many examples of coordination operating across the country that needed to be shared and that opportunities for communication and coordination could be increased. Some of the examples mentioned were:

- ☐ joint training of parents and staff
- ☐ joint recruiting and common reporting forms
- ☐ employment sharing and pooling
- ☐ multi-agency meetings
- ☐ joint transportation ventures
- ☐ inclusion of coordination requirement in MHS regulations
- ☐ consistency in eligibility definitions
- ☐ jointly funded pilot programs
- ☐ common computer bulletin board
- ☐ exchange of agency plans
- ☐ short term program sharing of facilities, busing and support staff
- ☐ establishment of coordination councils responsible for interagency coordination
- ☐ unified record keeping systems

KEYNOTE SPEAKER

Prior to the Forum, organizers discussed the importance of soliciting support for migrant pre-school programs from other child related agencies and government entities. The Children's Defense Fund was noted as one of the major child advocate agencies and Helen Blank, Senior Child Care Associate, agreed to give the keynote address.

Ms. Blank has an extensive background working to expand support for child care/early childhood development programs. She led a large scale and successful effort to pass the first comprehensive federal child care legislation since World War II. In addition, Ms. Blank has authored major studies on state child care policies as well as co-authored The Child Care Handbook and Give More Children a Head Start.

"You were used to being combative and not collaborative; sometimes being collaborative is much harder than being combative. I want to say congratulations for taking the first steps, and I just hope that by working together, you can create a tremendous example in this new era by showing that collaboration can be done." - Helen Blank

For her speech, Ms. Blank first said that it was exciting to be asked to address the meeting on collaboration because Head Start has been benefiting from doing so for several years. She complimented the participants on their efforts to build a strong collaboration to provide better services to children.

Ms. Blank said that this was an exciting time in Washington and that there is a deep commitment towards children by people in the White House and other agencies.

Ms. Blank shared that the Children's Defense Fund has set two priorities for the coming year. The first is to ensure that every child will be immunized, and that access to immunizations will be increased. The second priority is that Head Start receive sufficient funding to deliver comprehensive services to all children and families in need. The Head Start model, is, according to Ms. Blank, the model to build on. The Children's Defense Fund will urge the new administration to make this a priority.

STATE WORK SESSIONS AND SHARING OF REPORTS AND RECOMMENDATIONS

One of the expected outcomes of the Forum was for MEP and MHS representatives from each state to sit down and begin to draw up specific work plans to enhance coordination efforts and improve service delivery to migrant pre-schoolers. Participants were asked to meet with their respective state counterpart(s), fill out forms in which they recorded agreed-upon activities, key people responsible for conducting the activities and timelines for completion.

Some states have a long history of history of collaboration between MEP and MHS while other state MEP and MHS representatives were meeting for the first time. As a result, state specific agreements varied in the degree of complexity. Common themes were discussed, and, for the most part, fell into the following categories:

- **collaborative recruiting teams**
- **transition plans for children entering kindergarten**
- **joint monthly meetings to discuss programming**
- **joint training of parents**
- **sharing of transportation**
- **sharing of materials and forms**

STATE SPECIFIC WORK PLANS

ARIZONA

- Upon returning to Arizona, MEP and MHS representatives will meet with their respective staffs and share the information discussed at the Forum including barriers and solutions to coordination between MEP and MHS (by March 1, 1993)

CALIFORNIA

- Coordinate a meeting between MHS directors and regional Chapter I Directors (by spring, 1993)
- A summary of the meeting will be sent to all MHS regional directors
- MHS Directors will meet individually with regional directors (by spring, 1993)
- Establish an ongoing statewide meeting on an annual or semi-annual basis between MHS and Chapter I
- Joint training of MHS/Chapter 1 parent groups
- Coordinate a meeting between State Directors and the Migrant Head Start Directors Association (by May, 1993)
- Chapter 1 to purchase slots from MHS for those that do not qualify as currents
- Propose to State Directors that MHS be recognized as primary service providers and Chapter 1 as supplemental

STATE SPECIFIC WORK PLANS (continued)

COLORADO

- MHS will participate and provide input into the MEP state plan (by spring, 1993)
- State and regional joint training will be conducted specific to recruitment, education, philosophies and future trends (by June, 1993)
- Statewide Migrant Even Start proposals will be developed
- Review and evaluate, by October, progress made in 1993 and establish plans for 1994 to include:

  1) shared recruitment and information transfer

  2) day care and extended hours

  3) local contracts

FLORIDA

- Organize a meeting in March or April, in Orlando, between MEP Area Offices, MEP State Director and MHS Administrator for the purpose of sharing information and planning for the future
- Prepare a list of all MEP funded Early Childhood units and MHS funded centers

GEORGIA

- MEP will start the groundwork to determine the feasibility of establishing additional MHS sites in the Southern Pine area. Surveying will include possible joint transportation, ID&R ventures and shared health services. Growers will be asked to provide support.

STATE SPECIFIC WORK PLANS (continued)

IDAHO

- Establish a joint Migrant Headstart/Migrant Education summer program at Nampa by the end of May, 1993. Milestones to include:

  1) a needs assessment (by March 31, 1993)
  2) development of a program outline (by April 15, 1993)
  3) the enlistment of input from other community agencies including the Nampa school district, Governor's Office of the Child and Summer Migrant Foods Program (by April 30, 1993)
  4) refining MHS-MEP summer program (by May 7, 1993)
  5) providing training for staff (by May 15, 1993)
  6) recruitment of eligible families (by May 30)
  7) operation of program (June 1 - August 15, 1993)
  8) performing SAVI-Self Assessment Validation Instrument
  9) center closing
  10) evaluation of the program (by December, 1993)

ILLINOIS

- To continue existing coordination efforts which include:

  1) development of an interagency committee on migrant affairs made up of migrant service providers
  2) development of an executive board made up of representatives from as many groups as possible that meets quarterly and shares resources, information and conducts a statewide spring conference
  3) local joint agency efforts and sharing including recruitment, transportation, enrollment of children, expenses, data collection and bilingual materials

- To expand coordination efforts to include:

  1) co-location of sites in three areas
  2) migrant education's involvement in developing screening and conducting assessments at MHS sites for 3-5 year olds
  3) development of an Even Start project at one site

STATE SPECIFIC WORK PLANS (continued)

KANSAS

- Distribute a needs assessment to all Kansas MEP projects in the state including a comprehensive pre-school needs assessment (by February 8, 1993)
- Analyze needs assessment results (by March 15, 1993)
- Contact the Department of Human Resources in Topeka for seasonal farmworker contacts and data (by March 25, 1993)
- Contact Kansas Rural Legal Services in Garden City for statistics on migrant seasonal farmworkers (March 28, 1993)
- Contact MHS in Modesto, California for program specifications (March 25, 1993)
- Contact the SER Corporation of Kansas for statistics on seasonal farmworkers (by March 25, 1993)
- Meet with Frank Fuentes of MHS to review application process (by April 10, 1993)
- Survey the areas of Kansas to identify large populations of migrant seasonal farmworkers (May-August, 1993)
- Coordinate with South Dakota to determine data on seasonal farmworkers in that state (May-August, 1993)
- Conduct a meeting to determine sponsoring agency for a MHS grant and to determine the feasibility of a interstate program (by August 15, 1993)
- Determine local sites for MHS and begin a draft of a grant application (by September 1, 1993)
- Review the draft by state PAC and Kansas Department of Education (by September 30, 1993)
- Submit the MHS grant application (Nov.-Dec., 1993)
- Begin implementation of the grant

STATE SPECIFIC WORK PLANS (continued)

LOUISIANA

- Establish communications links with the Texas Migrant Council for the exchange of records and advance notification for Texas based children in the Louisiana Migrant Even Start Program

- Explore the possibility of establishing Texas Migrant Council operated MHS programs in Louisiana

MICHIGAN

- By March, 1993 MEP and MHS representatives will educate each other about their respective programs including:

    1) what services are provided in various local areas
    2) regulatory and philosophical aspects
    3) eligibility criteria

- Beginning in March, 1993 target specific local communities for collaborative efforts including:

    1) Even Start
    2) day care
    3) shared facilities

- Beginning in March, 1993 share training plans and look at joint regional, local or state trainings

NEW JERSEY

- Recruiters from MHS and MEP will meet to coordinate recruitment efforts and assess the exact needs for the summer

- Set up a meeting between data management people in MHS and MEP to check and coordinate record keeping

STATE SPECIFIC WORK PLANS (continued)

- Meet with representatives of other agencies to find other child care monies to fund slots for centers where there is no MHS center

- Develop strategies to help MHS accept migrant children in March

- Extend training for 4 year old programs attached to summer school sites that are not geographically able to participate in MHS

NEW YORK

- Propose to the NYS Migrant Education Consortium, the NYS Migrant Education PAC, MHS Parent Policy Council and MHS administrative staff that MHS be recognized as the primary provider of early childhood services to migrant pre-schoolers (by March, 1993)

- Conduct a state-wide MHS/MEP coordination workshop modeled after the National Coordination Forum (by April, 1993)

- Prepare a report that lists ways that MHS and MEP are currently working in cooperative ventures at the state and local levels (by April, 1993)

- MHS and MEP will collaborate in the following ways:

    1) MEP will invite the Director of MHS to be a member of the NYS Migrant Education Council
    2) sharing transportation at the local level
    3) transitioning children into kindergarten
    4) sharing family, recruiter and referral information
    5) sharing program objectives

PENNSYLVANIA

- Purchase slots by Migrant Child Development for children who do not meet the Migrant Head Start definition or eligibility requirements

- Develop a collaborative recruiting team

STATE SPECIFIC WORK PLANS (continued)

- Develop a formal schedule to provide joint staff and parent trainings
- Invite staff to visit centers
- Develop a transition plan for kindergarten age children
- Share in the translating of materials
- Schedule monthly meetings to discuss programming
- Develop a public relations plan and cooperative political advocacy
- Joint forum development and assessment planning

SOUTH CAROLINA

- Beaufort and Cherokee County School Districts will operate both MHS and MEP programs
- The Charleston School District MEP program and MHS Rural Mission will work together to serve children
- The South Carolina Department of Education will cooperate with East Coast Migrant Head Start Project to conduct a large recruitment drive
- The Department of Education will attempt to allow school districts more flexibility when operating MEP and MHS programs
- The Department will investigate actual migrant education sites and potential sites for coordination

TEXAS/PCC

- The Central Stream PCC will continue to promote communication between Texas and Louisiana

STATE SPECIFIC WORK PLANS (continued)

- A planning and coordination meeting will occur on February 11 among the Texas Education Agency, Texas Migrant Council and the Central PCC to discuss joint ventures and to develop a plan of action for serving migrant children and their families

- On February 12, a meeting will occur between the Central Stream PCC, Texas Migrant Council and Vincennes University of Indiana to plan the provision of on-going training for head teachers and master teachers of the TX Migrant Council

- During the week of March 15-19, the Texas Education Agency, Texas Migrant Council, Central Stream PCC and Wisconsin Even Start Consortium will meet to coordinate the implementation of the Illinois/Montana/Texas/Wisconsin Even Start Consortium

UTAH

- MHS representatives will meet with MEP and proceed with plans to formalize several collaborative ventures that have been discussed over the last two years (by May 31, 1993)

VIRGINIA

- Pursue block grant money to allow MEP to purchase preschool services from Head Start (March-April, 1993)

- MHS will create spaces while MEP will provide documentation of numbers, comprehensive needs assessments and facilitation of space creation (February, 1993)

- Recommend adoption of state policy to include the stipulation that Head Start services for pre-school should be a priority (by February 25, 1993)

STATE SPECIFIC WORK PLANS (continued)

WASHINGTON

- Develop a summary report by April, 1993 to include:

  1) preschool funding level
  2) number of children served
  3) design of service (time frame and objectives)
  4) existing collaborative effort
  5) program review and results

- Hold an initial meeting by March 15, 1993 with state MEP personal to include:

  1) a MHS parent representative
  2) orientation to ME staff on MHS
  3) orientation of the child development philosophy

- Integration by July, 1993 of the Child Development Associate Degree in the ME Preschool Program Staff Development Plan

CLOSING REMARKS/FOLLOW-UP

Two major goals of the Forum were to increase the understanding by participants of the MEP and MHS programs and to develop collaborative efforts aimed at improving the delivery of services to the migrant pre-school population. Throughout the Forum, as participants learned more about each other and their work, the level of interaction and cooperation increased. Participants said the Forum activities made them more cognizant of both agency's programs and the challenges to delivering services to migrant pre-schoolers.

"The discussions were very helpful and we will be working to carry out our agreements. But the most important result was getting to know each other better. It will be much easier from now on."
- participant

As a follow-up, some of the participants will meet again in Denver at the 1993 National Joint Conference on Migrant and Seasonal Farmworkers Conference to share their progress in making these agreements a reality and to further develop coordination plans.

Interested persons may receive additional copies of the Proceedings Report by contacting ESCORT at 800-451-8058.

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